

**Houghton Mifflin**  
***Math Expressions, Grades K-2***

**Degree of Evidence regarding the Standards for Mathematical Practice:**

**Minimal Evidence**

**Summary of evidence:**

1. **Make sense of problems and persevere in solving them.** There is some evidence of open-ended questions and sense making; however, these opportunities are usually located only at the bottom of the homework pages and in the student activity book. They are not developed within lessons themselves. Sense making is primarily limited to asking students to restate word problems and use multiple representations, but overall this practice is poorly developed throughout this resource.
2. **Reason abstractly and quantitatively.** There is minimal evidence to support this practice throughout this resource. Although context is present, student application problems are often lacking in rich context.
3. **Construct viable arguments and critique the reasoning of others.** There is minimal evidence to support this practice. Only a few opportunities for students to construct and share viable arguments and critique the reasoning of others were cited. Although this resource includes a section called “Math Talk,” it is not part of the main lesson and misses opportunities to fully develop this practice.
4. **Model with mathematics.** There is limited evidence found for this practice in the K through 2 grade span. Although weak, this resource does have some opportunities for students to use models in mathematics. The main opportunity for this standard is through the use of real-world situations. Some lessons are introduced using many mathematical models (act out, pictures) but the lesson then leads students to solving problems in one teacher-directed way. The resource contains few opportunities for students to practice using other models independently.
5. **Use appropriate tools strategically.** There is limited evidence of this practice. The teacher sets up tools for each lesson, and students are provided limited opportunities to realize strengths and limitations of the tools. Students are not given opportunities to choose tools to explore mathematics.
6. **Attend to precision.** Little to no evidence was found to support development of this practice throughout the sampled materials. Lessons involving measurement are the only place where accuracy and efficiency are addressed. Each lesson lists key vocabulary but is not developed or emphasized during the lessons. There is very little evidence of the development of student communication in the sampled lessons.
7. **Look for and make use of structure.** This practice is underdeveloped in this grade span. There is some use of pattern and structure, but it is used mainly to connect to prior learning rather than for advancing mathematical ideas and concepts. Overall this practice is not well developed. There is no evidence of students discerning and developing structure or of finding generalizations and connections.
8. **Look for and express regularity in repeated reasoning.** There is no evidence of this practice in the sampled sections of this series.